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at least published in that South whose geographical limits were drawn by the Civil War, but including Kentucky and the District of Columbia. The scheme of treatment is chronological, owing to the fact that the greater portion of southern poetry was produced independently of historical events and beyond the influence of any school or group and hence the poets appear as individuals with little other than time relationship. It is perhaps a sign of the indifference of American scholars to their own literature that Mr. Bradshaw's work, at this late date, should be the mere collecting, tabulating, and ordering of materials. His bibliography of southern poets is one of the first to be made, and he is probably the first to attempt to arrange his material in chronological sequence. Having only elementary work to do Mr. Bradshaw makes no attempt at criticism, though he summarizes the general literary features of each century, notes the influence of English authors—Dryden, Pope, Byron, and Wordsworth, and affirms that a considerable amount of the poetry he has examined is of a high order of merit. The present reviewer has no means of knowing how accurate and complete the thesis is in all its biographical and bibliographical details, the original materials being nowhere accessible to the general student, but even if imperfect it points the way to a field of research that is well nigh untouched and which would seem to be the special property of southern students. It may remind the students of the North and West that there is work of the same kind to do for their own localities, though the necessity of such work is not so great or the difficulties so numerous as of this task of tabulating the versifiers of the Old South.

O. L. TRIGGS

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Algebra for Schools. By GEORGE W. EVANS, Instructor in Mathematics in the English High School, Boston, Mass. New York: Henry Holt & Co.

THIS new text-book on algebra possesses many new features, some of them quite radical. One of these is in the arrangement of chapters. But each chapter is so clean-cut and concise in its presentation that the usual order can be followed. One point in which the book takes a long step forward is in the matter of making algebra concrete. Practical problems are brought forward at every new turn in the subject. Nearly thirty-five hundred examples are given, a large part of which are problems to be stated, and all are prepared for this book, not stock-problems taken from other works. Unusual stress is laid on explanation of the successive steps in the solution of equations. Literal equations and the handling of formulæ are each given a chapter by themselves. The practice given in these chapters cannot fail to be useful in subsequent work in geometry, physics, and mechanics. The emphasis given to the solution of equations by factoring will be gratifying to teachers who have used text-books in which that method was given merely a passing notice at the very close of the subject of quadratic equations.

On the whole, the subject of algebra is treated in a straightforward, logical manner. The publishers have given us a book which is beyond criticism typographically. The work deserves careful examination by all *thinking* teachers of algebra.

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